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ABSTRACT

This manual is one of four self-contained components of a larger handbook designed to assist secondary and postsecondary instructors and support staff in meeting the needs of limited-English-proficiency (LEP) students in vocational training programs. Together with an accompanying set of vocational English as a second language (VESL) vocabulary cards, the guide not only provides essential technical vocabulary in nursing assistance needed by the LEP vocational student to participate more confidently and successfully in training and on the job, but also suggests practical activities for using the vocabulary in a variety of settings. Chapters address these topics: the elements of memory, meaning, and motivation in vocabulary development; using the vocabulary flash cards; nursing assistant terminology; nursing abbreviations; safety; job skills; and additional activities. A nursing assistant vocabulary list, a resource list of additional teacher strategies for vocabulary development, an annotated bibliography, the VESL flash cards (printed five to a sheet), and several illustrations to go with the cards are appended. (MSE)

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ACTIVITIES FOR VESL VOCABULARY CARDS

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NURSING ASSISTANT

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JUNE 1984

FL 015934

NURSING ASSISTANT

HANDBOOK TO ACCOMPANY VESL VOCABULARY CARDS

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Made available through an Arizona Department of Education project funded through Vocational Disadvantaged monies under PL 94-482.

JUNE 1984

The financial support for this handbook is provided by the Program Support Unit of the Arizona Department of Education through a project funded with Vocational Disadvantaged Monies under P.L. 94-9482.

The Program Support Unit in the Arizona Department of Education is the vehicle through which technical assistance and funding for vocational program development and improvement to serve individuals with limited English proficiency is provided. Because of limited availability of resources and funds, this unit has been organized to combine resources and vocational funding available through ADE (Disadvantaged, Handicapped, Guidance, Vocational Equity, Displaced Homemakers, and Support Services for Women) to serve special populations and provide support services to vocational students. The listing below shows the individuals responsible for the various areas:

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Please feel free to call on these individuals for technical assistance and program information.

PREFACE

The purpose of this handbook is to aid secondary and post-secondary instructors and support staff to meet the needs of limited English proficient (LEP) students in vocational training programs.

The handbook is an outgrowth of the concern for LEP vocational students who often experience language difficulty not only on the job, but in the vocational training classroom.

This handbook hopefully provides the essential technical vocabulary needed by the LEP vocational student to participate more confidently and successfully in training, and ultimately, on the job. In addition, the handbook suggests many practical activities for using the vocabulary in a variety of classroom settings.

The handbook is based on the premise that adults will effectively acquire a second language when:

. it is relevant to their immediate needs (a job);
. it is learner-centered; and
. ample practice and reinforcement are provided.

The handbook consists of four separately bound manuals:

. Activities for VESL Vocabulary Cards - Food Service
. Activities for VESL Vocabulary Cards - Computer Literacy
. Activities for VESL Vocabulary Cards - Automotive Mechanics
. Activities for VESL Vocabulary Cards - Nursing Assistant

We hope the handbook provides the needed information to implement quality vocational training for the LEP learner.

PREFACE

In compiling the handbook, we wish to acknowledge our indebtedness to others whose knowledge and effort made the endeavor possible.

- Mr. Stewart Miller
  Director, Program Support Unit, Arizona Department of Education
- Ms. Trudy Rogers
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VOCABULARY: MEMORY, MEANING, MEMORIZATION

Control over vocabulary does not result from mere memorization of words, although that is one logical first step, especially for second language learners. Studying spelling and practicing pronunciation both contribute to communication, either oral or written, even though neither activity presumes knowledge of meaning on the part of the speaker or writer.

Neither can a learner depend entirely on his or her own limited vocabulary or syntax, since she/he will not always be just speaking or writing:

> "Listening and reading require a wider knowledge of vocabulary and grammar, since the learner cannot limit others' speech and writing to his or her own linguistic knowledge."
>
> Guntermann, 1982

Despite the different emphases for different vocational areas, students will need to address all the language modes (listening, speaking, reading, writing) to some extent.

Establishing meaning is a longer process than memorization, and to be truly effective it must be an active process on the learner's part. There are many ways to establish the meaning of vocabulary (Mrowicki and Dehesus, 1981):

1. objects
2. illustrations (photographs, drawings, slides, etc.)
3. context
4. actions
5. explanations (synonyms and definitions)
6. translation (native language)
7. oral stimulus, physical response
8. oral stimulus, oral or written response

Many of these techniques will be utilized in the general suggestions and specific exercises for the four vocational areas included in this handbook.

In preparation for student vocabulary learning and practice, VESL teachers may want to pre-teach the following structures which appear with frequency in definitions:

- past participles used as adjectives (e.g. money spent, written promises)
- passive voice (is used to, is made by)
- gerund (preserving food, adding up, moving goods)
- infinitive to define verbs (e.g. delegate: to give a task to someone else to do)
- modals, especially can and must (can be divided, can be bent)

The final key to vocabulary learning is motivation on the part of the student. This can be achieved through the use of a variety of exercises to maintain interest, and through hands-on practice whenever possible. Motivation is enhanced for LEP students by the learning of useful and applicable knowledge, in this case occupation-specific vocabulary. Another way to keep motivation high is by having the student work along on exercises for which answers are provided for self-correction:

> "Prediction of meanings and verification of meanings by the use of dictionaries [Note: Here also the VESL vocabulary cards and answer keys for the exercises] are probably more crucial skills to develop than the skill of listening to explanations of words since it teaches students how they can be self-sufficient."
>
> Fanselow, 1980

USING THE VESL VOCABULARY CARDS

For the VESL Teacher:

The VESL vocabulary cards can be a ready resource for individualizing language practice for LEP students involved in different vocational areas. They can be used for practicing difficult sounds in pronunciation, spelling practice, alphabetizing, and for making example sentences illustrating particular English language functions or structures. In addition, they can be used for the development of vocabulary worksheets, puzzles, and games for reinforcement and mastery.

For the Vocational Teacher:

It is generally the vocational instructor's job to teach technical vocabulary, but LEP students' problems in learning the terminology are hampered by their general language deficiencies, making these extra vocabulary exercises of additional benefit.

In general, the VESL cards may be used for:

1. Pre-teaching of specific units of instruction
2. Reinforcement or augmentation of currently taught topic or concept
3. Review of units or topics

For the LEP Student:

1. Cards may be selected for study that pertain to a particular topic or unit of instruction.
2. Study vocabulary for short periods at several different times for the most effective learning, rather than studying in one long learning session.
3. Different textbooks and instructors may emphasize some additional terms, so it helps to keep a cardbox or notebook of new vocabulary. Add new words as they are learned. These terms can be written on

cards with the same format as the existing cards.

4. It often helps to make flashcards with the term on one side and the definition on the other side. Just the practice of writing out words is very reinforcing for learning.

NURSING ASSISTANT

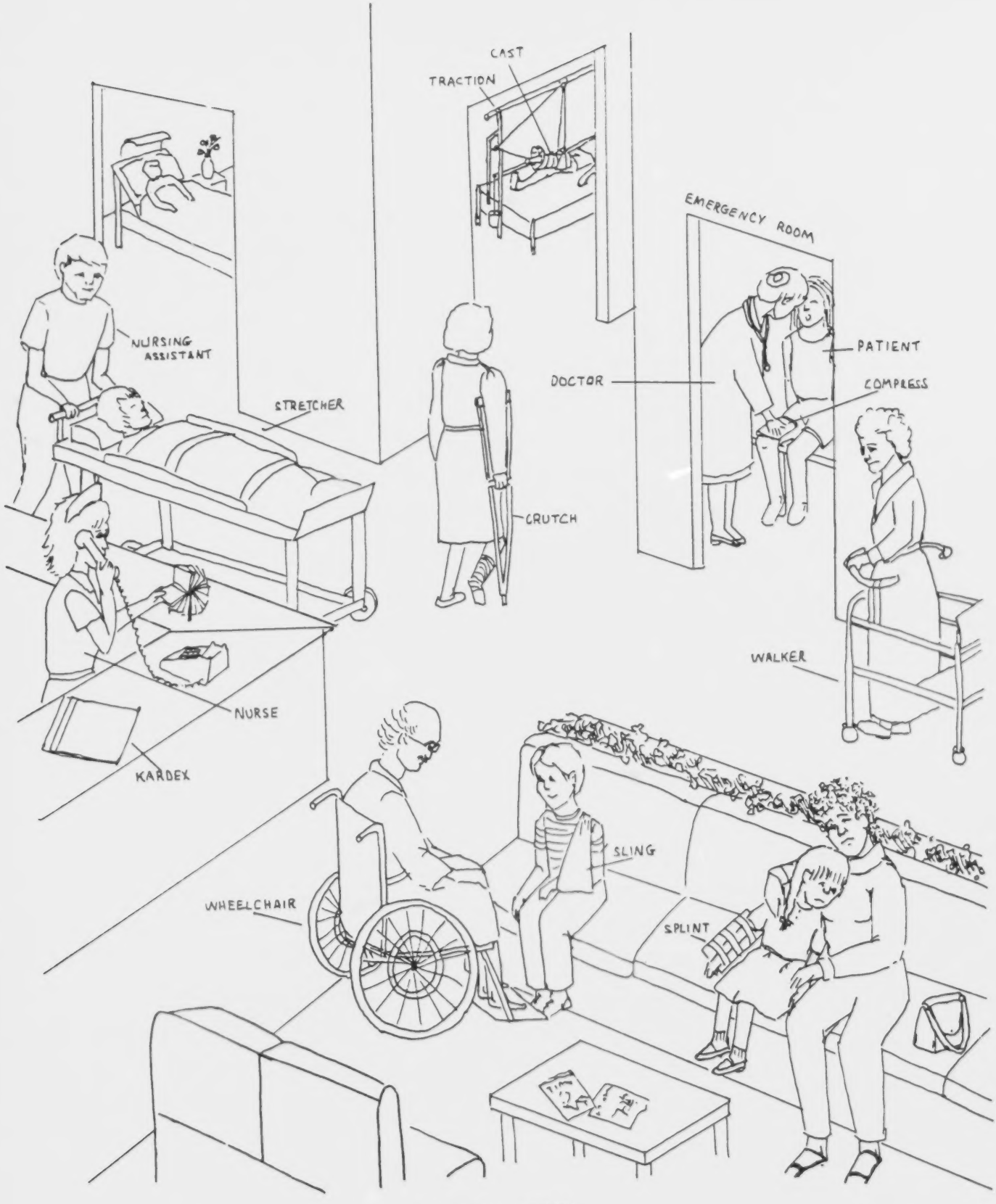
NURS-ING AS-SIST-ANT

A PERSON WHO HELPS AND WORKS UNDER THE SUPERVISION OF A LICENSED NURSE

NURSING ASSISTANTS WORK IN HOSPITALS AND NURSING HOMES.

Nursing assistant training consists of both classroom learning and practical experience. There are physical demands for the job: some lifting and carrying (25 to 50 pounds), reaching, and stooping. Perhaps the key skill for a nursing assistant is carrying out instructions in written, oral, or diagram form. Medical language is an area that must be mastered, as well as many commonly used written abbreviations. Training also includes the study of human anatomy and physiology*.

* Medical terminology, anatomy, and physiology will not be included in this handbook.



HOSPITAL LOBBY

VESL VOCABULARY EXERCISES: NURSING ASSISTANT TERMINOLOGY

I. Put the following words in alphabetical order.

injury	nausea
incontinent	hernia
linen	Kardex
impaction	isolation
medication	laboratory

II. Pronunciation practice: Say the following words out loud to your teacher or a friend who speaks English well.

paraplegic	specimen	vital signs
urine	prosthesis	shock
exhaustion	seizure	symptom
disease	nausea	cardiopulmonary resuscitation
precaution	injury	

III. Spelling practice: Fill in the missing vowels. EXAMPLE: a c u t e

1. h _ m o r r h _ g e	6. a s _ p s _ s
2. F _ w l _ r's p _ s i t _ o n	7. w _ _ n d
3. s p _ t _ m	8. e p _ l _ p s y
4. d i _ b _ t e s	9. d _ c _ b i t u s _ l c _ r
5. c _ l c u l _ s	10. t _ m _ r

IV. Matching: Match the word to its opposite.

5	chronic	1.	constricted
_____	flex	2.	intake
_____	infected	3.	discharge
_____	admit	4.	unconscious
_____	dilated	5.	acute
_____	output	6.	pediatrics
_____	diarrhea	7.	constipation
_____	geriatrics	8.	sterile
_____	alert	9.	extend

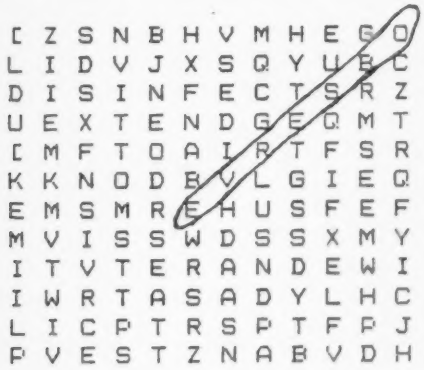
V. Circle words in the following list that are objects (things) a patient uses. Put a check (✓) by the words in the list that are actions a nursing assistant does.

(bedpan)	wheelchair	transfer
observe	✓strip	walker
aquamatic K-pad	assess	catheter

VI. Underline the terms that are the vital signs of a patient's condition:

pulse	vomiting	bleeding
temperature	shock	respiration
blood pressure		

VII. Word Search: A Typical Day



C Z S N B H V M H E G O
L I D V J X S Q Y U B C
D I S I N F E C T S R Z
U E X T E N D G E Q M T
C M F T O A I R T F S R
K K N O D B V L G I E Q
E M S M R E H U S F E F
M V I S S W D S S X M Y
I T V T E R A N D E W I
I W R T A S A D Y L H C
L I C P T R S P T F P J
P V E S T Z N A B V D H

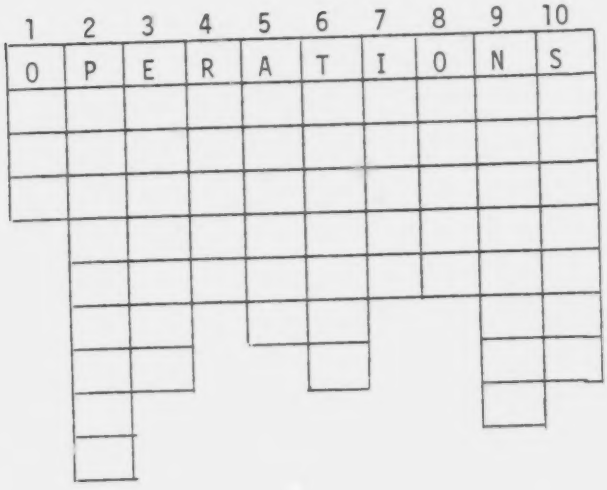
FIND THESE WORDS IN THE ABOVE PUZZLE :

ADMIT	ASSESS	ASSIST
DISINFECT	DRAPE	EXTEND
FLEX	✓OBSERVE	STRIP
TRANSFER		

VIII. Multiple choice: Choose and underline the correct term. EXAMPLE: Sara has (abnormal, <u>acute</u>, antiseptic) bronchitis.

1. Ms. Gomez put a cold (hemorrhage, prep, compress) on Bob's swollen foot.
2. Did she (prep, respond, tape) the patient for surgery yet?
3. Persons with heart problems go to the (geriatric, cardiac, pediatric) unit.
4. An operating room must be in a state of (asepsis, antiseptic, disinfectant).
5. The nursing assistant (assists, aspirates, assesses) the patient's condition.

IX. Using the clues, write a word down from each letter.



1. by mouth
2. a substitute for a missing body part
3. air or matter that blocks a bood vessel
4. to write down information
5. the structure of the body
6. the process of drawing or pulling
7. a wound or damage to a person
8. a gas necessary for breathing
9. taking in and using foods
10. a sample of something taken for testing or study

X. List the four words that relate to cleanliness in the environment:

specimen	asepsis	calculus	disinfect
sterile	drainage	therapy	antiseptic

_____

_____

_____

_____

XI. Matching exercise: Write the word that has a similar meaning next to each term. Choose from the words in the list below.

bedsore	illness	swelling	help
remove	break	vomit	breathing
sharp	wet	wound	stone
feces	hang		

1. calculus _____
2. assist _____
3. strip _____
4. edema _____
5. acute _____
6. respiration _____
7. decubitus ulcer _____
8. stool _____
9. emesis _____
10. clammy _____
11. disease _____
12. injury _____
13. fracture _____
14. dangle _____

XII. Medical testing: Match the term to its definition

1. _____ a test for microorganisms
2. _____ a sample of something taken for testing or study
3. _____ yellow liquid waste passed from the body
4. _____ very small living things, some of which cause disease
5. _____ an observable or measurable change in the body or its functions
6. _____ feces; solid waste products of the bowel
7. _____ a change a person notices or feels in his/her body or its functions
8. _____ a room or building for scientific studies and testing
9. _____ a substance spit out by coughing or clearing the lungs

A. sign
B. symptom
C. culture
D. sputum
E. specimen
F. urine
G. laboratory
H. stool
I. bacteria

XIII. Word search: PATIENT CONDITIONS

Find and circle the words (given below) in the following puzzle. The words may be backwards, forwards, up, down, or diagonal.

U	G	L	T	A	Y	I	H	X	C	U
V	N	A	N	L	H	N	X	H	N	V
H	I	M	Q	E	C	C	R	C	O	D
C	D	R	I	R	Q	O	O	M	S	E
L	E	O	D	T	N	N	I	M	M	Z
A	E	N	B	I	S	T	D	H	O	Y
M	L	B	C	C	I	I	F	N	Q	L
M	B	A	I	N	H	N	T	R	X	A
Y	E	O	G	I	I	E	V	L	B	R
B	U	O	Y	J	J	N	F	X	J	A
S	N	P	A	C	U	T	E	U	C	P

ABNORMAL
BLEEDING
INCONTINENT
UNCONSCIOUS

ACUTE
CHRONIC
PARALYZED
VOMITING

✓ALERT
CLAMMY

XIV. Scrambled words: Change the order of the letters and write the words. CLUE: They are all objects seen in a hospital. EXAMPLE:

nilne linen

1. neapdb _____
2. restchert _____
3. reklwa _____
4. elhewhirac _____
5. larinu _____

XV. Nursing Aide skills:

A) Read the list of jobs a nursing assistant may do.

B) Decide which body system the job relates to.

C) Write the first letter of the system in front of the job. Choose from the following systems:

Musculoskeletal	Digestive
Respiratory	Circulatory
Genitourinary	

JOB LIST

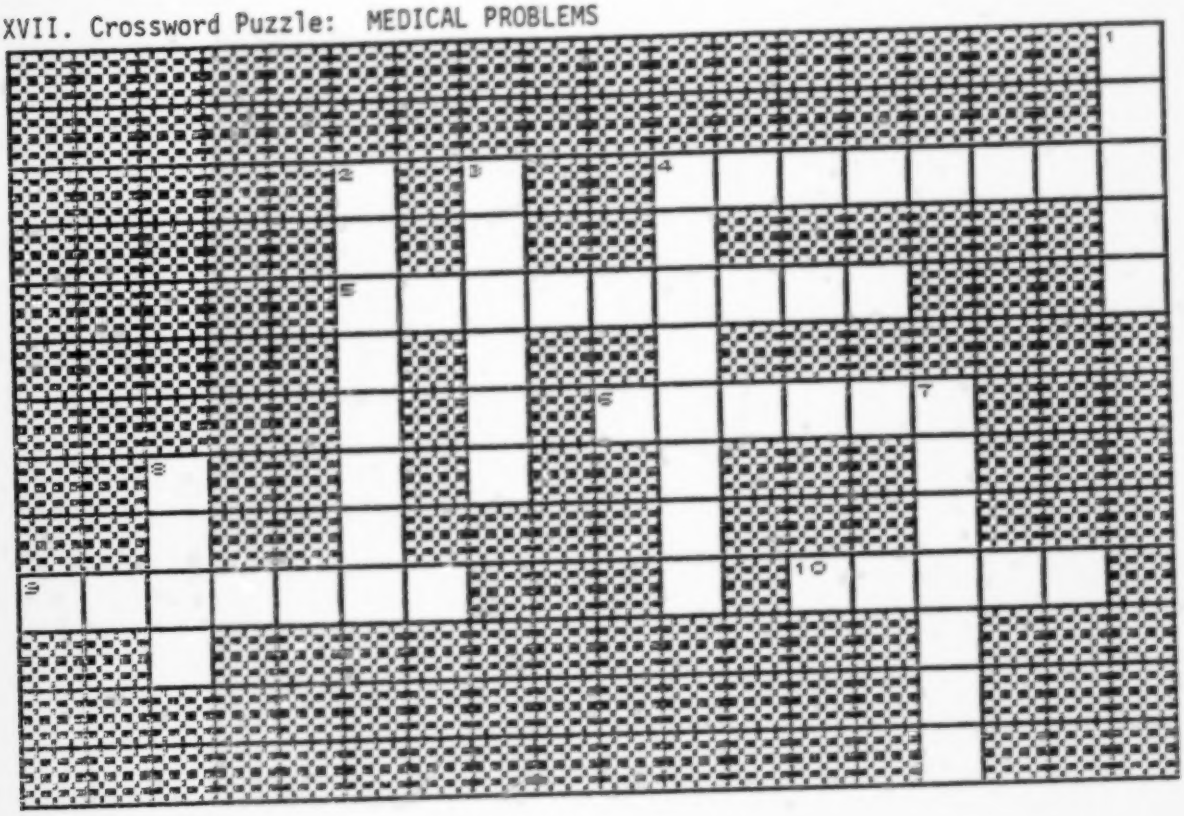
1. R prepare oxygen unit
2. _____ give an enema
3. _____ apply warm, wet compresses
4. _____ collect a sputum specimen
5. _____ give and remove bedpan or urinal
6. _____ give range of motion exercises
7. _____ collect a urine specimen
8. _____ assist with sitz bath
9. _____ collect a stool specimen
10. _____ give catheter (Foley) care

XVI. Bandages and supports: Write in the rest of the letters to make the correct word.

EXAMPLE: The doctor put a b a n d a g e over the wound.

1. Her doctor ordered an elastic b _ _ _ _ _ to be put over her stomach incision.
2. He changed the d _ _ _ _ _ _ _ two times a day.
3. Joe's broken arm was held against his body by a s _ _ _ _.
4. The s _ _ _ _ _ kept the broken bone supported.
5. They put a c _ _ _ over my whole foot.
6. The nursing assistant applied a cold c _ _ _ _ _ _ _ to the swollen area.
7. Patients who must stay in bed may need to wear t _ _ h _ _ _ to help blood circulation.

XVII. Crossword Puzzle: MEDICAL PROBLEMS



ACROSS CLUES

4. AIR OR MATTER BLOCKING A BLOOD VESSEL
5. A DISEASE OF THE JOINTS
6. A TISSUE OR ORGAN PUSHING THROUGH SURROUNDING WALLS
9. AN ABNORMAL CONDITION OF THE BODY ; ILLNESS
10. SWELLING

DOWN CLUES

1. AN ABNORMAL GROWTH
2. DISEASE WITH INABILITY OF BODY TO USE SUGAR
3. A RESPIRATORY DISEASE
4. DISEASE OF THE NERVOUS SYSTEM
7. HYPERSENSITIVITY TO A CONDITION OR SUBSTANCE
8. RED BUMPS OR BLOTCHES ON THE SKIN

XVIII. Put the words of the definition in the correct order.

EXAMPLE: extend: out/straighten/to

to straighten out

1. senility: because/weakness/and/aging/mind/of/body/in

_____

2. ambulatory: walk/to/able

_____

3. arrest: function/of/the/sudden/a/stopping

_____

4. injury: or/damage/a/wound/to/person/a

_____

5. medication: a/drug/substance/medical/or

_____

6. range of motion: joints/of/to/movement/extent/the/fullest

_____

7. culture: for/test/a/microorganisms

_____

8. elimination: removal/body/the/of/wastes/from/the

_____

XIX. Word Forms

A) Many of the nursing assistant terms will sometimes be used in slightly different form. Instead of the action word (verb), there may be a description (adjective), or a name for a situation or process (noun).

EXAMPLE: Kelly ambulates (verb) with assistance.

Kelly is an ambulatory (adjective) patient.

Early ambulation (noun) after surgery is usually helpful for recovery.

B) Study these nouns, verbs, and adjectives in the following list.

NOUN	VERB	ADJECTIVE
dilation	dilate	dilated
fracture	fracture	fractured
injury	injure	injured
medication	medicate	medicated
constriction	constrict	constricted
assessment	assess	assessed
constipation	constipate	constipated
paralysis	paralyze	paralyzed

XIX. C) Sometimes there are only two commonly used forms:

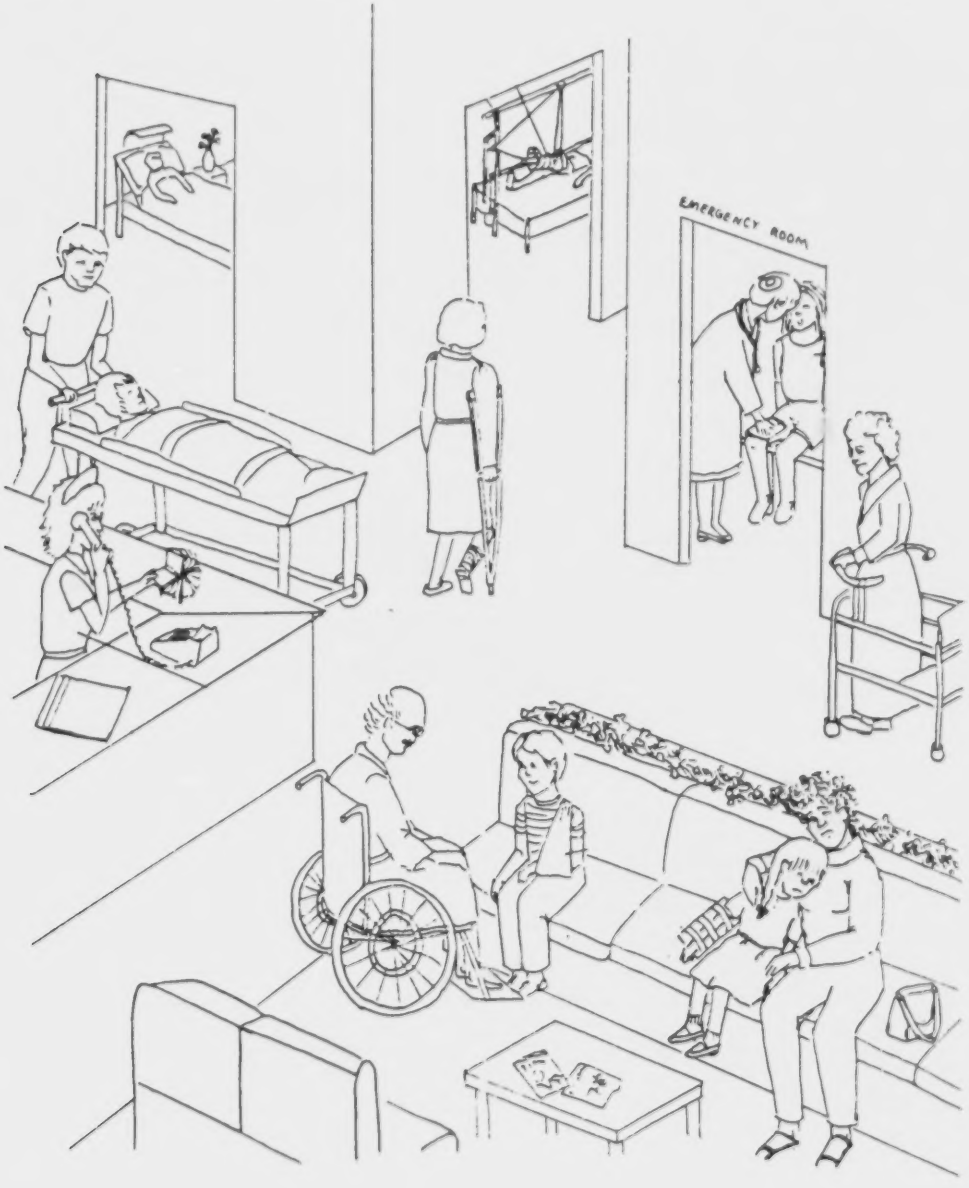
NOUN	VERB	ADJECTIVE
rectum	----	rectal
senility	----	senile
diagnosis	diagnose	----
urine	urinate	----
drainage	drain	----
exhaustion	----	exhausted
assistance	assist	----
assistant	assist	----

D) Exercise: Underline the correct form of the term.

1. Tom came to the hospital with a (fracture, fractured) pelvis.
2. The doctor prescribed different (medication, medicate, medicated) for the patient.
3. What is your (assessment, assess, assessed) of the situation?
4. The girl was (paralysis, paralyze, paralyzed) after the accident.
5. (Senility, Senile) is a problem of older people.
6. Where are you (injury, injure, injured)?
7. Did the doctors (diagnosis, diagnose) the condition?
8. That patient was (exhaustion, exhausted).
9. There is some (drainage, drain) from the wound.
10. Bill has to (urine, urinate).

XX. On the following picture, point to these things:

crutch	doctor	Kardex	nursing assistant
compress	stretcher	splint	traction
cast	sling		



XXI. Memory Game: Study the illustration on Page 20, then try to answer the following questions.

1. In what position is the patient in the room with the flowers?
2. How many children are in the picture?
3. Where is the nurse?
4. What is the nursing assistant doing?
5. Who is in a wheelchair?
6. What is on the table in the lobby?
7. Where are the Kardex forms?
8. Name three things in the picture with wheels?

XXII. Labelling Game:

A) Study the full page illustration on Page 6.
B) Label the picture on Page 20 with as many terms as you can remember.
C) Check your labels against the original illustration on Page 6.

ANSWER KEY: NURSING ASSISTANT TERMINOLOGY

I.
hernia
impaction
incontinent
injury
isolation
Kardex
laboratory
linen
medication
nausea

III.
1. hemorrhage
2. Fowler's position
3. sputum
4. diabetes
5. calculus
6. asepsis
7. wound
8. epilepsy
9. decubitus ulcer
10. tumor

IV.
5 chronic
9 flex
8 infected
3 admit
1 dilated
2 output
7 diarrhea
6 geriatrics
4 alert

ANSWER KEY: NURSING ASSISTANT TERMINOLOGY

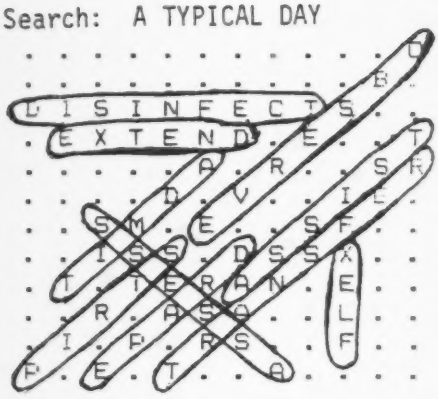
V.

bedpan	wheelchair	✓transfer
✓observe	✓strip	walker
aquamatic K-pad	✓assess	catheter

VI.

pulse	vomiting	bleeding
temperature	shock	respiration
blood pressure		

VII. Word Search: A TYPICAL DAY



VIII.
1. compress
2. prep
3. cardiac
4. asepsis
5. assesses

ANSWER KEY: NURSING ASSISTANT TERMINOLOGY

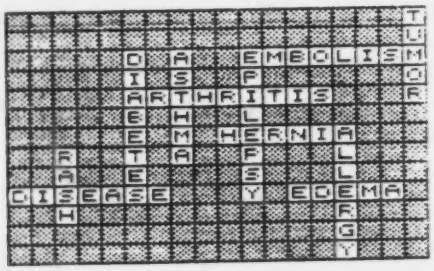
IX.
1. oral
2. prosphesis
3. embolism
4. record
5. anatomy
6. traction
7. injury
8. oxygen
9. nutrition
10. specimen

X. sterile, asepsis, disinfect, antiseptic

XI.
1. stone
2. help
3. remove
4. swelling
5. sharp
6. breathing
7. bedsore
8. feces
9. vomit
10. wet
11. illness
12. wound
13. break
14. hang

XII.
1. C
2. E
3. F
4. I
5. A
6. H
7. B
8. G
9. D

XVII. Crossword Puzzle: MEDICAL PROBLEMS

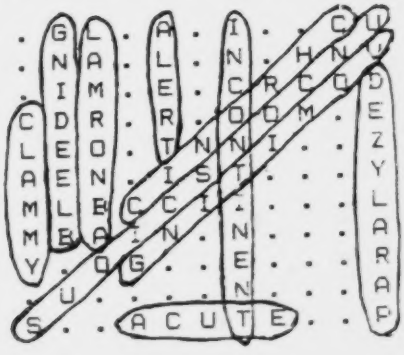


XVIII. 1. senility: weakness in body and mind because of aging
2. ambulatory: able to walk
3. arrest: the sudden stopping of a function
4. injury: a wound or damage to a person
5. medication: a medical substance or drug
6. range of motion: movement of joints to the fullest extent
7. culture: a test for microorganisms
8. elimination: the removal of wastes from the body

XIX. D)

1.	fractured	6.	injured
2.	medication	7.	diagnose
3.	assessment	8.	exhausted
4.	paralyzed	9.	drainage
5.	senility	10.	urinate

XIII. Word Search: PATIENT CONDITIONS



XIV.
1. bedpan
2. stretcher
3. walker
4. wheelchair
5. urinal

XV.
1. R
2. D
3. M or C
4. R
5. G
6. M
7. G
8. C
9. D
10. G

XVI.
1. binder
2. dressing
3. sling
4. splint
5. cast
6. compress
7. ted hose

VESL VOCABULARY EXERCISES: NURSING ABBREVIATIONS

I. Following are just a few of the common abbreviations used by nursing assistants. Study them and then do the exercises.

@	at
$\overline{c}$	with
$\overline{s}$	without
$\overline{p}$	after
$\overline{q}$	each, every
h	hour
B.M.	bowel movement
BRP	bathroom privileges
B.P.	blood pressure
cc	cubic centimeters
I & O	intake and output
I.V.	intravenous
PO	by mouth
NPO	nothing by mouth
PRN	as desired or needed
T.P.R.	temperature, pulse, respiration
wt.	weight
NA	nursing assistant
LPN	licensed practical nurse
RN	registered nurse
PT	physical therapist or therapy
DC	discontinue
ROM	range of motion
BR	bed rest
HS	hour(s) of sleep
L.M.P.	last menstrual period
Fx	fracture

II. Write the abbreviations for these words and phrases: EXAMPLE: __@__ at

1. _____ with
2. _____ hour
3. _____ licensed practical nurse
4. _____ cubic centimeter
5. _____ bed rest
6. _____ each, every
7. _____ physical therapy
8. _____ nothing by mouth
9. _____ intravenous
10. _____ after

III. Write or say orally what the abbreviation stands for:

EXAMPLE: @ at

1. RN _____
2. BRP _____
3. wt. _____
4. I & O _____
5. ROM _____
6. $\overline{s}$ _____
7. T.P.R. _____
8. B.M. _____
9. B.P. _____
10. PRN _____

IV. Circle at least 5 abbreviations on the Kardex form on the next page and explain what they stand for.

KARDEX FORM

DIET

NOURISHMENT - SPECIAL FEEDING

ALLERGIES

ACTIVITIES

___ COMPLETE BED REST
___ BED REST
___ BRP
___ UP AD LIB

BATH:

___ BATHE PATIENT
___ PARTIAL
___ BATHE SELF
___ TUB
___ SHOWER

I & O

CLINITEST

WEIGHT

B.P.

T.P.R.

X-RAY

SPECIAL EQUIPMENT OR PROSTHESIS

SPECIAL TESTS

LAB TESTS

IV'S

DATE	DC	STANDING MEDICATIONS	DATE	DC	PRN MEDICATIONS
					TREATMENTS - STANDING & PRN

SURGERY:

CONSULTANT:

ROOM # NAME DIAGNOSIS DOCTOR

V. On the following page, there is another Kardex form. Use the chart (Kardex) to do these activities:

A) Identify as many abbreviations as possible.

B) Make a list of as many of the vocabulary terms as you can recognize on the Kardex.

C) Make a list of other words on the Kardex that you do not know or understand.

1) Look up these new words in a dictionary.
2.) Learn to pronounce the new words.

D) Write the heading for the part of the Kardex where the following terms are found. EXAMPLE:

seizure precautions _____monitoring_____

1. physical therapy _____
2. date of last B.M. _____
3. isolation _____
4. up ad lib _____
5. allergies _____
6. feed self _____
7. B.P. $\overline{q}$ _____
8. dangle _____
9. shower _____
10. incontinent _____

Patient Care Plan

FLOW SHEET

ADMISSION DATA

ALLERGIES (write in red)

PERSONAL HISTORY

Marital Status (Circle)
M S W D Sep

Next of Kin

Relationship

Phone #

Dependents

Language Spoken:

Religion

Occupation

Aware of Diagnosis:
Yes ____ No ____

PHYSICAL TRAITS

Admission Weight:

Admission Height:

____ Smoker ____ Non-Smoker

____ R. Handed ____ L. Handed

____ Limitation to Mobility

____ Difficulty Seeing
____ Left ____ Right

____ Glasses ____ Contacts

____ Difficulty Hearing
____ Left ____ Right
____ Hearing Aid

____ Difficulty Communicating

OTHER INFORMATION:

EMOTIONAL TRAITS

Reactions to Stress:

Coping Patterns:

MONITORING

Weigh qd _____ other: _____

Scale Used: _____

____ TPR q _____

____ BP q _____

____ Clinitest _____

____ Pedal Pulses _____

____ Apical/Radial Pulse _____

____ Circulation Checks _____

____ Neuro Checks _____

____ Seizure Precautions

NUTRITION/FLUID BALANCE

DIET

Date Type:

____ _____

____ _____

____ _____

____ Tube feeding
_____ cc's q _____ hrs.

NOURISHMENT

____ _____

____ _____

____ _____

ASSISTANCE REQUIRED:

____ Feed self

____ Prepare Food

____ Needs assistance

____ To be fed

FLUID BALANCE:

____ I & O q _____

____ Restrict or Force to _____ cc
24/hours
7-3 _____ cc
3-11 _____ cc
11-7 _____ cc

____ IV Therapy (See IV Section)

ELIMINATION

____ Commode ____ Bedpan

____ Incontinent

____ Date of Last B.M. _____

____ Date of L.M.P. _____

____ Foley Bag & Tubing Change

DC Date _____ Time _____

____ Foley or Perineal Care

____ Bladder Irrigation
Type _____
DC Date _____ Time _____

____ Other:

____ Ostomy Type: _____

HYGIENE

BATH: ____ Bathe patient
____ Partial
____ Self
____ Tub
____ Shower

Oral hygiene _____

_____

Appliances:
Dentures ____ Upper
____ Lower
____ Partial
____ Bridges ____ Caps

Hair care: _____

____ Shampoo

MOBILITY

____ Up ad lib

____ Bedrest

____ BRP

____ Dangle

____ Chair _____

____ Ambulate c assistance

_____

____ Walker

____ Wheelchair _____

_____

Other directives:

_____

_____

_____

_____

____ Turn q _____ hours
_____ odd _____ even hours

____ High risk for pressure areas:

Location _____

_____

_____

Special Equipment _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SAFETY NEEDS

SIDE RAILS

____ HS Only

____ Constant

____ Additional Bottom Rails

____ Release Signed

RESTRAINTS

Type: _____

SKIN TESTS

Date:	Time	
PPD:		
Cocci:		

_____

_____

ISOLATION:

CPD Called: _____

Type: _____

Date In: _____

Date Out: _____

RESOURCES

PHYSICAL THERAPY

_____

_____

OCCUPATIONAL THERAPY

_____

_____

SPEECH THERAPY

_____

_____

BEHAVORIAL HEALTH

_____

_____

REHABILITATION

_____

_____

SOCIAL SERVICE

_____

_____

PATIENT'S STAMP

31

ACUITY RATING

AREAS	PT 7-3	TOTAL 3-11	POINT 11-7
Mobility			
Nutrition			
Hygiene			
Elimination			
Medication			
IVs			
Procedures			
Psycho/Social Teaching			
GRAND TOTAL			
CATEGORY			

TEACHING NEEDS

_____

_____

_____

DISCHARGE PLANNING ASSESSMENT

YES	NO	YES ANSWER INDICATES DCP NEED
____	____	AGE GREATER THAN 80
____	____	CHRONIC ILLNESS
____	____	CHANGE IN LIFE STYLE ILLNESS
____	____	MULTI-PROBLEMS
____	____	SPECIAL FAMILY/LIVING SITUATION
____	____	RECENT DISCHARGE

DCP BY NURSING _____ DCP TEAM REFERRAL _____

SIGNATURE _____

SPECIAL INSTRUCTIONS

39

38

BEST COPY AVAILABLE

ANSWER KEY: NURSING ABBREVIATIONS

II.

1.	$\overline{c}$	6.	$\overline{q}$
2.	h	7.	PT
3.	LPN	8.	NPO
4.	cc	9.	I.V.
5.	BR	10.	$\overline{p}$

III.

1.	registered nurse	6.	without
2.	bathroom privileges	7.	temperature, pulse, respiration
3.	weight	8.	bowel movement
4.	intake and output	9.	blood pressure
5.	range of motion	10.	as needed or desired

IV. I.V., DC, I & O, B.P., T.P.R., BRP, PRN

V. D)

1.	Resources	6.	Nutrition/Fluid Balance
2.	Elimination	7.	Monitoring
3.	Safety Needs	8.	Mobility
4.	Mobility	9.	Hygiene
5.	Admission Data	10.	Elimination

I. Every job has rules for safety to protect the workers and others within the job environment. Here are some things a nursing assistant can do to maintain a safe work environment:

1. Assist in case of fire or disaster.
2. Clean up spilled water, food, etc. right away.
3. Report defective equipment (anything that is not working correctly).
4. Apply restraints properly for the safety of the patients.
5. Avoid transmitting (passing along) infection by hands, uniform, food, equipment, linen, etc.
6. Keep hallways and stairways clear.
7. Be alert to unusual behavior in patients.
8. Keep floors clear of toys, newspapers, electrical cords, etc.

II. Write the number of the safety rule which applies to each of the following situations.

1. _____ Mr. Brown was smoking in bed and the sheet caught on fire.
2. _____ The old man in the wheelchair is slipping.
3. _____ Ms. Rodriguez threw the newspaper on the floor after she finished reading it.
4. _____ Johnny knocked over a glass of water.
5. _____ There are a stretcher, a cleaning cart, and two wheelchairs in the hallway.
6. _____ Mrs. Lee's buzzer isn't working.
7. _____ Sara didn't wash her hands before changing the dressing.
8. _____ Mr. Kowalski is pulling on the IV tube in his arm.
9. _____ Ms. Grossman is extremely restless this evening.

ANSWER KEY: SAFETY

II.
1. 1
2. 4
3. 8
4. 2
5. 6
6. 3
7. 5
8. 4
9. 7

I. Look at the column labelled "Job Skills" on the chart on Page 38. Write or name some commun duties of a nursing assistant, starting with the word given. EXAMPLE:

Gives treatments as directed, for example: heat and cold applications

1. Transfers _____

2. Records _____

3. Prepares _____

4. Monitors _____

5. Assists _____

6. Provides _____

7. Serves _____

8. Uses _____

9. Collects _____

II. Name six things a nursing assistant measures.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

III. What does a nursing assistant use body mechanics for? Circle the letter of all correct answers.

(A) lifting

B) collecting sputum specimens

C) positioning a patient

D) making a bed

E) admitting a patient

F) moving a patient

Nursing Assistant

Under the supervision of a licensed nurse, the Nursing Assistant:

Related Basic Skills

MATHEMATICS

- Uses addition, subtraction, multiplication, and division. To measure pulse rate, intake and output.
- Converts measurements into metrics and reverse.

SCIENCE

- Identifies the basic organization of the human body, its systems, structure, and functions.
- Applies the knowledge of gravity, movement, force and counter force to nursing care.
- Uses the principles of cleanliness to prevent the spread of disease.
- Identifies the principles of nutrition and how disease is prevented or controlled through diet.

COMMUNICATIVE ARTS

- Uses correct medical language and abbreviations.
- Uses computer skills. For example: enters and receives patient information and orders supplies.
- Writes clearly and concisely on patients' charts and forms using correct grammar and spelling.
- Uses appropriate verbal and non-verbal communication with patients, co-workers, and supervisors.
- Reads materials related to the job.

Job Skills

- Provides personal care for patient, for example: bath, mouth and nail care, and back rubs.
- Measures body temperature, pulse, respiration, blood pressure, alertness, height, and weight.
- Prepares the patient for mealtime; serves trays; feeds and/or assists the patient in eating; and measures intake and output.
- Uses proper body mechanics when lifting, moving, or positioning the patient and when making the patient's bed.
- Gives treatments as directed, for example: heat and cold applications.
- Provides care for patient in a cast or traction; assists patient in performing joint motion exercises.
- Collects samples from bladder, bowel, and lungs; performs routine tests.
- Provides a clean, safe environment for the patient, monitors proper functioning of health care equipment.
- Provides basic emergency care. For example: first aid and CPR (cardiopulmonary resuscitation).
- Assists the licensed nurse in admitting and sending the patient home from the nursing unit, or transferring the patient from one room or unit to another.
- Provides supportive care for the dying patient and family; cares for the body after death.
- Reports, records, and acts upon all patient observations promptly and accurately.

Responsibility Skills

- Speaks and acts according to the rules and laws governing health care, for example: respects the patient's privacy.
- Works as a health care team member.
- Demonstrates respect for others' points of view.
- Demonstrates punctuality, dependability, and honesty.
- Follows instructions.
- Uses initiative and imagination to solve problems within the scope of the job.
- Maintains a neat and clean appearance and dresses appropriately.
- Works well under pressure; copes with differing work situations; accepts change and makes adjustments.
- Organizes work to promote effective and efficient use of time.
- Maintains good health.
- Displays sensitivity for how a person's background, especially culture, influences actions and reactions in the health care setting.

Arizona Department of Education, 1984

ANSWER KEY: JOB SKILLS

I.
1. Transfers patients from one room or unit to another
2. Records patient observations
3. Prepares patient for mealtime
4. Monitors proper functioning of health care equipment
5. Assists the licensed nurse; the patient in eating
6. Provides personal care, emergency care, etc.
7. Serves trays
8. Uses proper body mechanics
9. Collects samples from bladder, bowel, and lungs

II. Any six of the following answers:

body temperature	pulse	respiration	blood pressure
height	weight	intake	output
alertness			

III. A, C, D, F

ADDITIONAL ACTIVITIES: NURSING ASSISTANT

1. Name and demonstrate different patient positions (prone, Fowler's, etc.)

2. Identify orally hospital equipment used by the nursing assistant on the job...or...make flashcards with the names of different pieces of equipment. Each student draws a card and must correctly point out the object named on the card.

3. Memory game: Students, in turn, name a common job of a nursing assistant, after repeating what was said by previous students.

   First Student:

   "I went to the hospital and I gave a bedbath to (Mrs. Parsons)."

   Second Student:

   "I went to the hospital and I gave a bedbath to Mrs. Parsons and took her temperature." etc.

4. Make a word bingo game with the nursing terms.

5. Make a list of questions an employer might ask a nursing assistant in a job interview.

6. Role play employment interviews for nursing assistants.

7. Talk about safety problems of patients or their environment. Suggest solutions to the problems.

NOTE: Answers for the additional activities will not be provided.

APPENDIX A

VESL VOCABULARY LIST: NURSING ASSISTANT

A
ABNORMAL
ACUTE
ADMIT
ALLERGY
AMBULATORY
ANATOMY
ANTISEPTIC
AQUAMATIC K-PAD
ARREST
ARTHRITIS
ASEPSIS
ASPIRATE
ASSESS
ASSIST
ASTHMA

B
BACTERIA
BANDAGE
BEDBATH
BEDPAN
BINDER
BLADDER
BLEEDING
BLOOD PRESSURE
BODY MECHANICS
BOWEL MOVEMENT

C
CALCULUS
CARDIAC
CARDIOPULMONARY RESUSCITATION
CAST
CATHETER
CHART
CHRONIC
CLAMMY
COLOSTOMY
COMMUNICABLE DISEASE
COMPRESS
CONSCIOUS
CONSTIPATION
CONSTRICTED
CULTURE

D
DANGLE
DECUBITUS ULCER
DIABETES
DIAGNOSIS
DIARRHEA
DIET
DILATED
DIRECT PRESSURE
DISCHARGE
DISEASE
DISINFECT
DIZZINESS
DRAINAGE
DRAPE
DRESSING

E
EDEMA
ELIMINATION
EMBOLISM
EMESIS
ENEMA
ENVIRONMENT
EPILEPSY
EXHAUSTION
EXTEND

F
FLEX
FLUID INTAKE
FOLEY CATHETER
FOWLER'S POSITION
FRACTURE

G
GERIATRICS

H
HEMORRHAGE
HERNIA
HYGIENE

I
IMPACTION
INCISION
INCONTINENT
INFECTION
INFLAMMATION
INJURY
INTRAVENOUS
ISOLATION

APPENDIX A

VESL VOCABULARY LIST: NURSING ASSISTANT

K
KARDEX

L
LABORATORY
LINEN

M
MEDICATION

N
NAUSEA
NEGLIGENCE
NUTRITION

O
OBSERVE
OBSTETRICS
OCCULT BLOOD
-OLOGIST
-OLOGY
OPERATION
ORAL
OUTPUT
OXYGEN

P
PARALYZED
PARAPLEGIC
PATIENT
PEDIATRICS
PERINEUM
PHYSIOLOGY
POST-MORTEM
PRECAUTION
PREP
PRONE
PROSTHESIS
PULSE

R
RANGE OF MOTION
RASH
RECORD
RECTUM
RESPIRATION
RESPOND

S
SEIZURE
SENILITY
SHOCK
SIGN
SITZ BATH
SLING
SOAK
SPECIMEN
SPLINT
SPUTUM
STERILE
STOOL
STRETCHER
STRIP
SUPERVISOR
SURGERY
SYMPTOM

T
TAPE
TED HOSE
TEMPERATURE
THERAPY
TRACTION
TRANSFER
TREATMENT
TUMOR

U
UNCONSCIOUS
URINAL
URINE

V
VITAL SIGNS
VOMITING

W
WALKER
WHEELCHAIR
WOUND

APPENDIX B

VOCABULARY EXERCISES: A RESOURCE LIST

I. LISTENING AND SPEAKING

1. Listen to the terms and definitions on tape or pronounced by the teacher.
2. Pronounce terms (modeled on tape or by teacher).
3. Listen to a tape of two or three sentences and discriminate between sounds (e.g. Tape the exercise; Type the exercise).
4. Mini-dialogs: Student matches an appropriate response to a situation described in one sentence. The response may be advice, so student gets practice with command forms.
5. Give orally as many forms of a word as appropriate (add, addition, additional).
6. Give an original definition of a term.
7. Answer questions that require using new vocabulary in the answers.
8. Answer true or false to statements read orally.
9. Picture stimulus: identify illustrations of equipment, materials, workers, actions, etc.
10. Use audio flashcards: hear - see - say the terms.
11. Translate terms orally to native language.
12. Name all words in a particular category (optional: doing it within a time period).
13. True-false with picture stimulus: teacher makes a statement about the picture, student answers true or false.
14. Complete a dialog with given vocabulary terms.
15. Use terms in original sentences (spoken to teacher, classmates, or friend).

II. READING AND WRITING

1. Label pictures of objects or of work situations.
2. Replace a synonym with a new vocabulary term.
3. Give multiple choice exercises with definitions for a vocabulary term in English or students' native language.
4. Scramble sentences containing vocabulary terms. The student puts the sentences in order. Parts may be labelled a, b, c, d, etc. for easy answering.
5. Answer in writing questions that require vocabulary terms in the answers.
6. Alphabetize selected terms.
7. Do fill-in-the-blank exercises. Variations: a) give the first letter of the word needed; b) fill in all verbs, or nouns, or vowels; c) give Cloze exercises.
8. True/false exercises: answer with T/F, or rewrite with a corrected statement.
9. Give a vocabulary term followed by its definition in scrambled word order (e.g. typewriter; that/machine/a/types). Put the definition in order.
10. Match written definitions to terms.
11. Complete a story with given vocabulary terms.
12. Write different forms of vocabulary terms, using verbs, nouns, adjectives, or adverbs (e.g. align, alignment)
13. Write an original definition for a term.
14. Write words or sentences using vocabulary terms from dictation or tape.
15. Use terms in original sentences (written).

II. READING AND WRITING (continued)

16. Make sketches or diagrams of terms where appropriate.
17. Label illustrations or objects pertaining to the occupation studied (tools, equipment, etc.)
18. Bingo game (See Troth, I Know - A Vocabulary Game for the Food Trades): students cover terms on cards when cued by an oral definition.
19. Identify or select information requested from filled-out work documents.
20. Put steps for a vocational process in order, by writing or using flashcards.

Activities for VESL Vocabulary Cards, Gail F. Shay. Arizona Department of Education. May 1983.

A handbook with activities in the areas of typing, accounting, human relations in business, and business machines. Includes vocabulary exercise resource list.

Duncan's Dictionary for Nurses. Helen A. Duncan. Springer Publishing Co., New York. 1971.

Paperback reference work with some illustrations

Employability Skills Program: Nursing. Arizona Department of Education. 1984.

Charts with basic skills, job skills, and responsiblity skills

English as a Second Language/Nursing Assistant Preparation Unit. Gateway Technical Institute. Kenosha, Wisconsin. 1977.

Contains relevant and practical vocabulary and information on the occupation, some simple tasks for practice in following directions, and math for the nursing assistant. Has illustrations and some work-related forms.

Functional Notional Concepts: Adapting the Foreign Language Textbook. Gail Gunterman and June Phillips. Center for Applied Linguistics, Washington, DC. 1982.

A practical book for implementing the functional approach to language learning.

Fundamentals of Nursing. Nancy Dickelmann, et al. McGraw-Hill Book Co., New York. 1980.

A complete, hardback, illustrated nursing textbook

Fundamentals of Nursing Practice. Barbara W. Narrow and Kay B. Buschle. John Wiley & Sons, New York. 1982.

Complete large format hardbound nursing textbook. Up-to-date; black and white illustrations

Handbook for the VESL Teacher. Linda Mrowicki and Patricia Dehesus. Arlington Heights, IL. Illinois Adult Indochinese Refugee Consortium. March 1981.

Excellent handbook on creating VESL lessons, with many suggested resources and activities

Health Service Careers Competency Profile. Oklahoma State Department of Vocational and Technical Education. 1983.

Folder format, printed with student record information on outside, and checklist for competencies inside. Additional sheet included for rating interpersonal competencies.

HOP (Health Occupations Program) Curriculum. Arizona Department of Education. Phoenix, AZ. 1983.

A very complete competency-based curriculum for health occupations, including nurse's aide

Instructional Support System for Occupational Education (ISSOE): Health Assisting. New York State Education Department. University of State of New York. Albany, NY. February 1981.

Catalog includes 14 separate units, subdivided into modules and tasks, all with performance objectives,enabling objectives, and criterion reference measures. Information given for tasks for the following jobs: nurse's aide, home health aide, homemaker/personal care services provided, physical therapy aide, central supply aide, and ward clerk. Excellent and complete reference.

It's Too Damn Tight. John F. Fanselow. TESOL Quarterly, Vol. 14, No. 2, pp. 141-155. June 1980.

Article on making vocabulary learning more relevant for the ESL student

Medical Language, A Survival Vocabulary. Jim Richey. Janus Book Publishers. Hayward, CA. c. 1980.

Designed for poor readers to aid them in medical situations. Contains words and drills on 80 medical language terms.

Training Course for Nursing Aides & Orderlies (Nursing Assistants or Hospital Attendants). State of Washington, Superintendent of Public Instruction. Olympia, WA. 1972.

Eight instructional units include objectives, resources and activities, and outcomes, plus time required to complete each unit. Supplement contains teaching techniques, a procedure list for nursing aide/ orderly skills, and sample schedules for different course modules. Very helpful reference.

AVT Medical Terminology. Carol Auerbach and Jane Bethel-Young. Media Systems Corp. Harcourt, Brace, Jovanovich. 1980.

A complete audio-visual training program with slides and tapes for learning technical medical terms, based on roots, prefixes, and suffixes

Bilingual Vocabulary for the Medical Profession/Vocabulario bilingue para la profesion medica. Ralph Escandon. South-Western Publishing Co. Cincinnati, OH. c. 1982.

Spanish/English reference work on medical topics. Includes conversations, useful expressions, idioms, vocabulary, and exercises

Performance Objectives for Nursing. State of Washington Coordinating Council for Occupational Edcuation. Olympia, WA. June 1974.

Gives objectives, rationale, definitions, and tasks related to each function given

Program Task List: Nursing Assistant. Department of Public Instruction, Vocational Education Division, Instructional Services Branch. Obtained through ECN/IVCC, Sangamon State University. Springfield, IL. 1/19/81

Three pages of task descriptions

COMPUTER SOFTWARE

Crossword Magic. Larry Sherman. L & S Computerware, 1008 Steward Drive, Sunnyvale, CA 94086.

Computer program that makes crossword puzzles very rapidly

Wordmaze Maker. Freloader 500. American Software Publishing Co., Washington, DC 20036.

Part of a large series of public domain software, some good and some needing work. "Wordmaze Maker" generates word search puzzles, but has some problems in printing.

FLASH CARDS

To obtain the maximum benefit from the enclosed flash cards, the following is recommended:

1. Laminate the flash card sheets.
2. Cut each laminated sheet into five cards.
3. Arrange the cards alphabetically, inserting the picture cards at the appropriate places.
4. Hole-punch the upper left corner of each card.
5. Connect the cards together with a hinged ring.

ABNORMAL

AB-NOR-MAL

NOT NORMAL; DIFFERENT THAN EXPECTED

THE SIZE OF FRED'S LITTLE FINGER WAS <u>ABNORMAL</u>.

ACUTE

A-CUTE

SHORT AND SEVERE; SHARP; WITH A SUDDEN ONSET

BARBARA IS IN AN <u>ACUTE</u> CARE FACILITY.

ADMIT

AD-MIT

TO PERMIT TO ENTER; LET IN

MRS. TOMASI <u>ADMITTED</u> THE PATIENT TO THE HOSPITAL.

ALLERGY

AL-LER-GY

A SICKNESS CAUSED BY BEING CLOSE TO CERTAIN THINGS (LIKE DUST, FUR, POLLEN)

CARL SNEEZES WHEN HE IS NEAR A CAT BECAUSE OF HIS <u>ALLERGY</u>.

AMBULATORY

AM-BU-LA-TO-RY

ABLE TO WALK; WALKING AROUND

IS THE NEW PATIENT IN ROOM 605 <u>AMBULATORY</u>?

ANATOMY

A-NAT-O-MY

THE WAY A LIVING THING IS BUILT; THE STRUCTURE (PARTS) OF THE BODY

ALL NURSES AND DOCTORS STUDY ANATOMY.

ANTISEPTIC

AN-TI-SEP-TIC

A MEDICINE THAT KILLS OR SLOWS DOWN THE GROWTH OF GERMS (BACTERIA)

PUT SOME ANTISEPTIC ON THE CHILD'S CUT.

AQUAMATIC K-PAD

AQ-UA-MA-TIC K-PAD

A PAD WITH CHANNELS FOR WATER USED TO GIVE HEAT TO A BODY PART

MARIA'S SHOULDER WAS PLACED ON AN AQUAMATIC K-PAD.

ARREST

AR-REST

THE SUDDEN STOPPING OF A FUNCTION

THE PARAMEDICS TREATED THE PATIENT FOR CARDIAC ARREST.

ARTHRITIS

AR-THRI-TIS

A DISEASE CAUSING PAIN AND SWELLING IN THE JOINTS OF THE BODY.

MY DAD HAS ARTHRITIS IN HIS HANDS.

ASEPSIS

A-SEP-SIS

A STATE FREE FROM INFECTION AND GERMS

ASEPSIS IN AN OPERATING ROOM IS VERY IMPORTANT.

ASPIRATE

AS-PI-RATE

TO DRAW OR SUCK IN, AS BY INHALING

THE NURSE CAME RUNNING WHEN SUZY ASPIRATED A PIECE OF MEAT AND CHOKED.

ASSESS

AS-SESS

TO JUDGE THE CONDITION OF

SHE ASSESSED THE PATIENT'S COLOR AND LEVEL OF ACTIVITY.

ASSIST

AS-SIST

TO HELP OR SUPPORT

A NURSE'S AIDE ASSISTS NURSES AND PATIENTS.

ASTHMA

ASTH-MA

A DISEASE WHICH MAKES BREATHING DIFFICULT AT TIMES.

MANY PEOPLE IN ARIZONA SUFFER FROM ASTHMA.

BACTERIA

BAC-TE-RI-A

VERY SMALL LIVING THINGS, SOME OF WHICH CAUSE DISEASE; A MICROORGANISM, (SOMETIMES CALLED ''GERMS'')

BACTERIA ARE IN WATER, SOIL, AIR, PLANTS, AND THE BODIES OF PEOPLE AND ANIMALS.

BANDAGE

BAND-AGE

A PIECE OF MATERIAL (USUALLY GAUZE) USED TO COVER AN INJURY

DID THE DOCTOR PUT A BANDAGE ON PAT'S HEAD?

BEDBATH

BED-BATH

A COMPLETE WASHING OF A PERSON'S BODY WHILE THAT PERSON STAYS IN BED

DOES MR. MURPHY GET A BEDBATH OR CAN HE TAKE A SHOWER?

BEDPAN

BED-PAN

A LOW WIDE CONTAINER USED BY A SICK PERSON FOR EMPTYING THE BOWELS OR BLADDER WITHOUT GETTING OUT OF BED

MR. MARQUEZ ASKED THE NURSE TO BRING HIM A BEDPAN.

BINDER

BIND-ER

A WIDE BANDAGE PUT TIGHTLY ON THE ABDOMEN OR BREASTS

A BINDER MAY BE USED AFTER CHILDBIRTH OR AN OPERATION.

BLADDER

BLAD-DER

A BODY PART THAT STORES URINE

MRS. WALKER HAS A BLADDER INFECTION.

BLEEDING

BLEED-ING

LOSING BLOOD

STOP THE BLEEDING FIRST.

BLOOD PRESSURE

BLOOD PRES-SURE

THE MEASURABLE FORCE WITH WHICH BLOOD TRAVELS THROUGH THE BLOODSTREAM

HIGH BLOOD PRESSURE MAY BE DANGEROUS TO YOUR HEALTH.

BODY MECHANICS

BOD-Y ME-CHAN-ICS

THE WAY THE BODY FUNCTIONS WHILE YOU ARE STANDING OR MOVING

CORRECT BODY MECHANICS IS IMPORTANT TO AVOID BACK INJURY.

BOWEL MOVEMENT

BOW-EL MOVE-MENT

SOLID WASTE MATERIAL FROM THE BODY; ALSO CALLED "B.M." OR "FECES"

DID MR. MASUMA HAVE A BOWEL MOVEMENT TODAY?

CALCULUS

CAL-CU-LUS

A STONE MADE OF MINERAL SALTS THAT MAY FORM IN THE KIDNEYS, GALL BLADDER, OR URINARY TRACT (PLURAL: CALCULI)

KIDNEY STONES, OR RENAL CALCULI, OFTEN FORM IN PATIENTS WHO MUST STAY IN BED.

CARDIAC

CAR-DI-AC

REFERRING TO THE HEART

THERE ARE FOUR CARDIAC PATIENTS IN THIS UNIT.

CARDIOPULMONARY RESUSCITATION (CPR)

CAR-DI-O-PUL-MO-NAR-Y RE-SUS-CI-TA-TION

A COMBINATION OF TWO EMERGENCY TECHNIQUES: MOUTH TO MOUTH RESUSCITATION (BRINGING BACK TO LIFE BY RE-STARTING BREATHING) AND CARDIAC COMPRESSION (TO START THE HEART BEATING AGAIN)

CARDIOPULMONARY RESUSCITATION MUST BE STARTED WITHIN 3 TO 5 MINUTES OF ARREST.

CAST

CAST

A HARD, STIFF PROTECTIVE COVERING FOR HOLDING A BROKEN BONE IN PLACE

SUZY HAD TO WEAR A CAST ON HER ARM FOR SIX WEEKS.

CATHETER

CATH-E-TER

A FLEXIBLE TUBE FOR DRAINING URINE FROM THE BODY

A URETHRAL CATHETER IS SOMETIMES NECESSARY FOR PATIENTS TO EMPTY THE BLADDER.

CHART

CHART

AN INDIVIDUAL AND LEGAL RECORD KEPT FOR EACH HOSPITAL PATIENT

SAM WROTE THE PATIENT'S TEMPERATURE ON THE CHART.

COLOSTOMY

CO-LOS-TO-MY

AN ARTIFICIAL OPENING FROM THE COLON TO THE ABDOMEN FOR FECAL ELIMINATION (B.M.)

THERE ARE SEVERAL POSSIBLE SITES ALONG THE COLON FOR A COLOSTOMY.

CHRONIC

CHRON-IC

CONTINUAL OR LASTING A LONG TIME

MR. ORTIZ HAS A CHRONIC COUGH.

COMMUNICABLE DISEASE

COM-MU-NI-CA-BLE DIS-EASE

A DISEASE EASILY PASSED FROM FROM PERSON TO ANOTHER

MEASLES IS A WELL KNOWN COMMUNICABLE DISEASE.

CLAMMY

CLAM-MY

SLIGHTLY WET

HER HANDS FEEL CLAMMY.

COMPRESS

COM-PRESS

A PAD OR FOLDED PIECE OF CLOTH PUT FIRMLY ON A WOUND OR A PAINFUL OR SWOLLEN AREA

A <u>COMPRESS</u> MAY BE DRY OR WET, HOT OR COLD.

CONSCIOUS

CON-SCIOUS

ABLE TO OBSERVE, UNDERSTAND, AND RESPOND TO THE ENVIRONMENT

IS THE PATIENT <u>CONSCIOUS</u> YET?

4 LEVELS OF CONSCIOUSNESS

1. <u>ALERT</u> - THE PATIENT IS ABLE TO SPEAK AND KNOW WHERE HE OR SHE IS.
2. <u>RESTLESS</u> - THE PATIENT MOVES AROUND A LOT IN BED OR SPEAKS SHARPLY (WITH ANGER).
3. <u>LETHARGIC</u> - THE PATIENT DOESN'T MAKE MUCH SENSE WHEN SPEAKING OR ELSE DOES NOT SPEAK OR RESPOND MUCH.
4. <u>UNCONSCIOUS OR COMATOSE</u> - THE PATIENT DOES NOT RESPOND TO STIMULI OR ENVIRONMENT

CONSTIPATION

CON-STI-PA-TION

INABILITY TO EMPTY THE BOWEL EFFECTIVELY

<u>CONSTIPATION</u> IS A COMMON PROBLEM OF HOSPITAL PATIENTS.

CONSTRICTED

CON-STRICT-ED

MADE NARROWER, SMALLER, OR TIGHTER

ARE HER PUPILS <u>CONSTRICTED</u>?

CULTURE

CUL-TURE

A TEST FOR MICROORGANISMS

THE DOCTOR ORDERED THE LAB TO DO A THROAT CULTURE.

DANGLE

DAN-GLE

TO HANG OR SWING LOOSELY

MRS. YEN DANGLED HER LEGS OVER THE EDGE OF THE BED.

DECUBITUS ULCER

DE-CU-BI-TUS UL-CER

A BEDSORE OR PRESSURE SORE

FRANK DEVELOPED A DECUBITUS ULCER ON HIS RIGHT HIP.

DIABETES

DI-A-BE-TES

A DISEASE IN WHICH THE BODY IS NOT ABLE TO CHANGE SUGAR INTO ENERGY

A DIABETIC (PERSON WITH DIABETES) NEEDS EXTRA INSULIN.

DIARRHEA

DI-AR-RHE-A

LOOSE, WATERY STOOL WITH FREQUENT BOWEL MOVEMENTS

DIARRHEA IS A COMMON ILLNESS.

DIET

DI-ET

CERTAIN TYPES OR AMOUNTS OF FOODS REQUIRED FOR A PATIENT

THE CARDIAC PATIENT WAS ON A <u>DIET</u> LOW IN SALT.

DILATED

DI-LA-TED

MADE WIDER OR FURTHER OPEN

THE PUPILS OF HIS EYES WERE <u>DILATED</u>.

DIRECT PRESSURE

DI-RECT PRES-SURE

A WAY TO STOP BLEEDING BY PRESSING RIGHT ON AN OPEN WOUND

PETE APPLIED <u>DIRECT PRESSURE</u> TO THE ACCIDENT VICTIM'S LEG.

DISCHARGE

DIS-CHARGE

1) VERB: TO RELEASE (FROM A HOSPITAL OR DOCTOR'S CARE)
2) NOUN: A SUBSTANCE THAT COMES OUT OF A BODY OPENING OR WOUND

1) MARTHA WAS <u>DISCHARGED</u> FROM THE HOSPITAL YESTERDAY.
2) THERE IS A <u>DISCHARGE</u> OF PUS FROM THE WOUND.

DISEASE

DIS-EASE

AN ILLNESS OR SICKNESS WITH SYMPTOMS CAUSED BY INFECTION OR UNNATURAL GROWTH

DID THE DOCTORS DIAGNOSE HER <u>DISEASE</u>?

DIAGNOSIS

DI-AG-NO-SIS

THE TYPE OF DISEASE OR CONDITION PRESENT IN A PATIENT AS DECIDED BY THE DOCTOR

THE FIRST <u>DIAGNOSIS</u> OF APPENDICITIS WAS WRONG.

DISINFECT

DIS-IN-FECT

TO CLEAN WITH A CHEMICAL THAT CAN DESTROY BACTERIA

THE NURSING TEAM <u>DISINFECTED</u> THE ROOM.

DIZZINESS

DIZ-ZI-NESS

AN UNPLEASANT FEELING OF LOSS OF BALANCE OR SPACE

THE BOY COMPLAINED OF <u>DIZZINESS</u> FROM THE MEDICATION.

DRAINAGE

DRAIN-AGE

THE FLOW OF FLUID FROM A WOUND OR BODY OPENING

CATHETERS AID THE <u>DRAINAGE</u> OF URINE.

DRAPE

DRAPE

TO COVER BODY PARTS THAT DO NOT NEED TO BE SEEN IN AN EXAMINATION OR FOR A MEDICAL PROCEDURE

THE NURSING ASSISTANT <u>DRAPED</u> THE MATERNITY PATIENT.

DRESSING

DRESS-ING

A MATERIAL PUT ON A WOUND TO PROTECT OR COVER IT

A DRESSING ALLOWS A WOUND TO DRAIN.

EDEMA

E-DE-MA

SWELLING (FROM LARGE AMOUNTS OF FLUID IN BODY TISSUE)

THE NURSING ASSISTANT CHECKS THE PATIENT TO SEE IF THERE IS EDEMA.

ELIMINATION

E-LIM-I-NA-TION

THE REMOVAL OF WASTES FROM THE BODY

HOSPITAL KEEP RECORDS ON TIMES AND AMOUNTS OF PATIENTS' ELIMINATION.

EMBOLISM

EM-BO-LISM

THE BLOCKING OF A BLOOD VESSEL BY MATTER OR AIR BROUGHT BY THE BLOOD CURRENT

AN EMBOLISM IN THE BRAIN IS VERY DANGEROUS.

VOMIT

A NURSING ASSISTANT OFTEN MEASURES THE AMOUNT OF EMESIS OF A PATIENT.

EMESIS

EM-E-SIS

ENEMA

EN-E-MA

FLUID PUT INTO THE RECTUM

ENEMAS ARE USED FOR ELIMINATION OF FECES OR TO GIVE CERTAIN MEDICINES.

ENVIRONMENT

EN-VI-RON-MENT

ALL THE THINGS AROUND YOU; EXTERNAL SURROUNDINGS

MAKE THE PATIENT'S ENVIRONMENT AS PLEASANT AS POSSIBLE.

EPILEPSY

EP-I-LEP-SY

A DISEASE OF THE BRAIN WHICH CAUSES SUDDEN ATTACKS OF UNCONTROLLED VIOLENT MOVEMENT AND LOSS OF CONSCIOUSNESS

PABLO HAD EPILEPSY SINCE HE WAS A CHILD.

EXHAUSTION

EX-HAUS-TION

STATE OF BEING VERY TIRED; LOSS OF PHYSICAL AND MENTAL POWER FROM FATIGUE OR DISEASE

ENOUGH REST USUALLY CURES EXHAUSTION.

EXTEND

EX-TEND

TO STRAIGHTEN OUT

HE EXTENDED THE PATIENT'S LEGS.

FLEX

FLEX

TO BEND

ASK THE PATIENT TO <u>FLEX</u> HER FINGERS.

FLUID INTAKE

FLU-ID IN-TAKE

A MEASUREMENT OF THE AMOUNT OF LIQUIDS TAKEN INTO THE BODY

<u>FLUID INTAKE</u> IS MEASURED IN CC'S (CUBIC CENTIMETERS)

FOLEY CATHETER

FO-LEY CATH-E-TER

A COMMONLY USED CATHETER (TUBE) HELD IN PLACE BY A THIN WALLED BALLOON; USED TO DRAIN OUT URINE

THE NURSE CAREFULLY INSERTED THE <u>FOLEY CATHETER</u>.

FOWLER'S POSITION

FOW-LER'S PO-SI-TION

A LYING POSITION WITH PATIENT'S HEAD RAISED ABOUT 18-20 INCHES ABOVE LEVEL (SEMI-FOWLER'S POSITION: HEAD IS NOT RAISED QUITE AS HIGH)

<u>FOWLER'S POSITION</u> IS USEFUL FOR PATIENTS WITH RESPIRATORY PROBLEMS.

FRACTURE

FRAC-TURE

A BREAK IN A BONE

THE OLD WOMAN HAD A <u>FRACTURE</u> OF THE HIP.

GERIATRICS

GER-I-AT-RICS

THE MEDICAL TREATMENT AND CARE OF ELDERLY PEOPLE (OVER 65 YEARS OF AGE)

MARYLOU STUDIED GERIATRICS.

HEMORRHAGE

HEM-OR-RHAGE

THE ESCAPE OF LARGE AMOUNTS OF BLOOD FROM A BLOOD VESSEL

A SEVERE HEMORRHAGE CAN LEAD TO SHOCK.

HERNIA

HER-NI-A

THE CONDITION IN WHICH AN ORGAN PUSHES THROUGH ITS COVERING WALL

A COMMON HERNIA OCCURS WHEN THE BOWEL IS PUSHED THROUGH THE STOMACH WALL.

HYGIENE

HY-GIENE

THE STUDY AND PRACTICE OF KEEPING GOOD HEALTH AND CLEANLINESS

MANY PATIENTS NEED HELP WITH ORAL HYGIENE.

IMPACTION

IM-PAC-TION

CONDITION OF BEING TIGHTLY PRESSED TOGETHER AND NOT ABLE TO MOVE

A FECAL IMPACTION MUST BE REMOVED BY THE NURSE OR AIDE.

INCISION

IN-CI-SION

A CUT INTO BODY TISSUE MADE BY A SHARP INSTRUMENT

THE SURGEON MADE A CAREFUL INCISION.

INCONTINENT

IN-CON-TI-NENT

UNABLE TO CONTROL ELIMINATION OF URINE OR FECES

OLD PEOPLE SOMETIMES BECOME INCONTINENT.

INFECTION

IN-FEC-TION

A STATE OF DISEASE CAUSED BY THE GROWTH OF A HARMFUL MICROORGANISM OR VIRUS

DARYL HAS AN INFECTION IN THE MIDDLE EAR.

INFLAMMATION

IN-FLAM-MA-TION

THE REACTION OF BODY TISSUE TO INJURY

CHARACTERISTICS OF INFLAMMATION ARE PAIN, REDNESS, SWELLING, AND HEAT.

INJURY

IN-JU-RY

A WOUND OR DAMAGE TO A PERSON

ROLAND HAS A FOOT INJURY FROM SKATING AND JUMPING.

INTRAVENOUS

IN-TRA-VE-NOUS

WITHIN, OR INTO, THE VEINS

DR. BEGAY ORDERED <u>INTRAVENOUS</u> FEEDING FOR THE PATIENT.

ISOLATION

I-SO-LA-TION

SEPARATION OF A SICK PERSON FROM OTHERS BECAUSE OF A COMMUNICABLE DISEASE

<u>ISOLATION</u> HELPS TO KEEP A DISEASE FROM SPREADING TO OTHERS.

KARDEX

KAR-DEX

A TYPE OF CHART FOR PATIENTS USED BY NURSES AND NURSING ASSISTANTS THAT HAS INFORMATION NEEDED RIGHT AWAY

WRITE YOUR NOTES IN PENCIL ON THE <u>KARDEX</u>.

LABORATORY

LAB-O-RA-TO-RY

A ROOM OR BUILDING FOR SCIENTIFIC TESTING AND STUDIES OF MATERIALS, FLUIDS, OR TISSUES OF PATIENTS

SHE SENT THE BLOOD SAMPLE TO THE <u>LABORATORY</u>.

LINEN

LIN-EN

SHEETS, BEDCLOTHES, AND TOWELS

PUT THE DIRTY <u>LINEN</u> IN THAT CONTAINER.

MEDICATION

MED-I-CA-TION

A MEDICAL SUBSTANCE OR DRUG; TREATMENT WITH MEDICINES

WHAT <u>MEDICATION</u> DID THE DOCTOR PRESCRIBE?

NAUSEA

NAU-SE-A

A FEELING OF DISCOMFORT OR SICKNESS IN THE STOMACH AREA AND A DESIRE TO VOMIT (THROW UP)

<u>NAUSEA</u> IS ONE SYMPTOM OF MOTION SICKNESS.

NEGLIGENCE

NEG-LI-GENCE

NOT TAKING ENOUGH CARE

<u>NEGLIGENCE</u> BY HEALTH CARE WORKERS OFTEN LEADS TO LAWSUITS.

NUTRITION

NU-TRI-TION

TAKING IN AND USING FOOD SUBSTANCES

GOOD <u>NUTRITION</u> IS VERY IMPORTANT TO HEALTH.

OBSERVE

OB-SERVE

TO SEE AND NOTICE; TO WATCH CAREFULLY

SHE <u>OBSERVED</u> THE POST-OPERATIVE PATIENT FOR TWO HOURS.

OBSTETRICS

OB-STET-RICS

THE AREA OF MEDICINE CONCERNED WITH THE BIRTH OF CHILDREN

JUANITA IS WORKING IN <u>OBSTETRICS</u> THIS MONTH.

OCCULT BLOOD

OC-CULT BLOOD

BLOOD IN ANOTHER SUBSTANCE WHICH CAN ONLY BE FOUND BY TESTING WITH CHEMICALS

DR. OSBORN ORDERED A TEST FOR <u>OCCULT BLOOD</u>.

-OLOGIST

-OL-O-GIST

ENDING WHICH MEANS A SPECIALIST:

1. CARDI<u>OLOGIST</u> (HEART SPECIALIST)
2. NEUR<u>OLOGIST</u> (NERVOUS SYSTEM SPECIALIST)
3. RADI<u>OLOGIST</u> (X-RAY SPECIALIST)

-OLOGY

-OL-O-GY

ENDING WHICH MEANS "STUDY OF":

1. GYNEC<u>OLOGY</u> (STUDY OF FEMALE ORGANS)
2. RADI<u>OLOGY</u> (STUDY OF RADIANT ENERGY: X-RAYS)
3. UR<u>OLOGY</u> (STUDY OF URINARY SYSTEM AND MALE SEX ORGANS)

OPERATION

OP-ER-A-TION

THE CUTTING OF THE BODY TO SET RIGHT OR REMOVE A DISEASED PART

BRIAN HAD AN <u>OPERATION</u> ON HIS STOMACH.

ORAL

O-RAL

BY MOUTH; CONCERNING THE MOUTH

THAT CLIENT IS ON ORAL MEDICATION.

OUTPUT

OUT-PUT

THE AMOUNT OF WASTE LEAVING THE BODY

DR. TANG ORDERED ME TO MEASURE
MR. SAMPSON'S URINE OUTPUT.

OXYGEN

OX-Y-GEN

A GAS NECESSARY FOR LIFE AND BREATHING

THE PATIENT IN ROOM 402 NEEDS MORE OXYGEN.

PARALYZED

PAR-A-LYZED

UNABLE TO MOVE A CERTAIN PART OF THE BODY
PARTLY OR COMPLETELY

ANN WAS PARALYZED FROM THE WAIST DOWN
AFTER A SPINAL INJURY.

PARAPLEGIC

PAR-A-PLE-GIC

A PERSON WITH PARALYSIS OF THE LOWER PART
OF THE BODY

THAT BOY IN THE WHEELCHAIR IS A PARAPLEGIC.

PATIENT

PA-TIENT

A PERSON RECEIVING MEDICAL CARE

HOW MANY <u>PEDIATRIC</u> PATIENTS ARE THERE IN THE HOSPITAL?

PEDIATRICS

PE-DI-AT-RICS

THE MEDICAL TREATMENT OR STUDY OF CHILDREN

A PEDIATRICIAN IS A SPECIALIST IN <u>PEDIATRICS</u>.

PERINEUM

PER-I-NE-UM

THE AREA OF SKIN AND MUSCLE BETWEEN THE VULVA AND THE ANUS IN A FEMALE AND THE SCROTUM AND THE ANUS IN A MALE

A NURSING ASSISTANT WASHED THE PATIENT'S <u>PERINEUM</u>.

PHYSIOLOGY

PHYS-I-OL-O-GY

THE STUDY OF THE ACTIVITIES, PROCESSES, AND FUNCTIONS OF LIVING ORGANISMS

ALL MEDICAL STUDENTS STUDY ANATOMY AND <u>PHYSIOLOGY</u>.

POST-MORTEM

POST-MOR-TEM

AFTER DEATH

THE DOCTOR DID A <u>POST-MORTEM</u> EXAMINATION TO FIND THE CAUSE OF DEATH.

PRECAUTION

PRE-CAU-TION

AN ACTION DONE TO AVOID DANGER OR DISCOMFORT

THE ASSISTANT TOOK PRECAUTIONS TO MAKE THE ROOM SAFE FOR THE CHILD.

PREP

PREP

TO PREPARE AN AREA OF THE BODY FOR SURGERY OR A DIAGNOSTIC PROCEDURE

PREP THE MATERNITY PATIENT FOR DELIVERY.

PRONE

PRONE

LYING FACE DOWN

WE FOUND MR. JENKINS IN A PRONE POSITION.

PROSTHESIS

PROS-THE-SIS

AN ARTIFICIAL SUBSTITUTE FOR A MISSING PART

MISSING TEETH ARE OFTEN REPLACED BY A DENTAL PROSTHESIS. CALLED DENTURES.

PULSE

PULSE

THE REGULAR BEATING OF BLOOD IN THE MAIN BLOOD VESSELS

NORMAL PULSE RATE FOR ADULTS IS 70-80 BEATS PER MINUTE.

RANGE OF MOTION (ROM)

RANGE OF MO-TION

MOVEMENT OF JOINTS TO THE FULLEST EXTENT

ALL THE NURSING ASSISTANTS WERE TRAINED IN RANGE OF MOTION (ROM) EXERCISES.

RECTUM

REC-TUM

THE LOWEST END OF THE LARGE BOWEL (INTESTINE), THROUGH WHICH SOLID WASTE PASSES TO THE ANUS

INSERT THE THERMOMETER INTO THE RECTUM.

RASH

RASH

A SET OF RED SPOTS ON THE BODY OR FACE

KAREN'S BABY HAS A DIAPER RASH.

RESPIRATION

RES-PI-RA-TION

THE ACT OF BREATHING; INHALATION (BREATHING IN) AND EXPIRATION (BREATHING OUT)

IT IS IMPORTANT TO OBSERVE THE RESPIRATION OF VERY SICK PERSONS.

RECORD

RE-CORD

TO WRITE DOWN FACTS, AMOUNTS, OR EVENTS

NANCY RECORDED THE GIRL'S VITAL SIGNS.

RESPOND

RE-SPOND

TO REACT POSITIVELY OR TO GET BETTER

DID LUANN RESPOND TO THE NEW DRUG?

SHOCK

SHOCK

A CONDITION IN WHICH BLOOD PRESSURE DROPS SO LOW THAT VITAL TISSUES AND ORGANS DO NOT RECEIVE BLOOD

HECTOR WENT INTO SHOCK AFTER THE CAR ACCIDENT.

SEIZURE

SEI-ZURE

AN INVOLUNTARY (NOT ON PURPOSE) MOVEMENT

EPILEPTICS SUFFER FROM SEIZURES AT TIMES.

SIGN

SIGN

AN OBSERVABLE OR MEASURABLE CHANGE IN THE BODY OR ITS FUNCTIONS

YELLOW EYES ARE A SIGN OF JAUNDICE.

SENILITY

SE-NIL-I-TY

WEAKNESS IN BODY AND MIND BECAUSE OF AGING

MANY PEOPLE FEAR SENILITY.

SITZ BATH

SITZ BATH

A BATH TO SIT IN WITH WARM WATER ABOVE AND COVERING THE HIPS

MARIA HAD A SITZ BATH EVERY DAY AFTER SHE HAD HER BABY.

SLING

SLING

A BANDAGE THAT SUPPORTS THE BODY OR A PART OF THE BODY

STEVE'S BROKEN ARM WAS IN A SLING.

SOAK

SOAK

TO REMAIN IN A LIQUID

SOAK YOUR SORE FEET IN WARM WATER.

SPECIMEN

SPEC-I-MEN

A SAMPLE OF SOMETHING TAKEN FOR TESTING OR STUDY

THE GYNECOLOGIST WANTED A URINE SPECIMEN FROM THE WOMAN.

SPLINT

SPLINT

A RIGID (STIFF) SUPPORT TO PROTECT A BROKEN OR INJURED PART OF THE BODY

TED MADE A WOODEN SPLINT FOR HIS BROTHER'S BROKEN ARM.

SUPERVISOR

SU-PER-VI-SOR

A PERSON IN CHARGE OF OTHER WORKERS

MS. GARCIA IS THE <u>SUPERVISOR</u> OF THE PEDIATRIC UNIT.

SURGERY

SUR-GER-Y

THE TREATMENT OF MEDICAL PROBLEMS BY OPERATING

MAJOR <u>SURGERY</u> MAY INVOLVE A RISK TO LIFE.

SYMPTOM

SYMP-TOM

A CHANGE IN THE BODY OR ITS FUNCTIONS FELT BY A PERSON (SEE SIGN)

NAUSEA IS ONE <u>SYMPTOM</u> OF STOMACH FLU.

TAPE

TAPE

A NARROW, STICKY MATERIAL USED TO HOLD A BANDAGE ON

PUT MORE <u>TAPE</u> OVER THE SURGICAL PAD WHERE IT IS LOOSE.

TED HOSE

TED HOSE

BRAND NAME FOR AN ELASTIC, ANTIEMBOLISM STOCKING

MRS. SHULTZ COULDN'T PUT ON THE <u>TED HOSE</u> BY HERSELF.

SPUTUM

SPU-TUM

SUBSTANCE EXPELLED (SPIT OUT) BY COUGHING OR CLEARING THE LUNGS

THE LAB ANALYZED THE SAMPLE OF SPUTUM.

STERILE

STER-ILE

FREE OF ALL GERMS AND BACTERIA

AN OPERATING ROOM MUST BE STERILE.

STOOL

STOOL

THE FECES; WASTE PRODUCTS OF THE BOWEL

BLOOD IN THE STOOL CAN BE A SERIOUS SYMPTOM.

STRETCHER

STRETCH-ER

A HIGH, NARROW BED ON WHEELS USED FOR MOVING PATIENTS FROM ONE PLACE TO ANOTHER; ALSO CALLED A "CART"

THE ORDERLY TOOK MISS BROWN TO THE OPERATING ROOM ON A STRETCHER.

STRIP

STRIP

TO REMOVE (BEDDING OR CLOTHES)

WOULD YOU HELP ME STRIP THE BEDS, PLEASE?

TEMPERATURE

TEM-PER-A-TURE

THE DEGREE OF HEAT OR COLDNESS AS MEASURED BY A THERMOMETER

NORMAL BODY TEMPERATURE IS ABOUT 98.6 DEGREES FARENHEIT.

THERAPY

THER-A-PY

TREATMENT OF A DISEASE OF THE BODY OR MIND

ACCIDENT VICTIMS OFTEN NEED PHYSICAL THERAPY.

TRACTION

TRAC-TION

PROCESS OF DRAWING OR PULLING

TRACTION DEVICES INCLUDE PULLEYS AND WEIGHTS.

TRANSFER

TRANS-FER

TO MOVE A PATIENT FROM ONE PLACE TO ANOTHER, OR FROM ONE POSITION TO ANOTHER

PATTY TRANSFERRED MS. RILEY FROM THE CHAIR TO THE BED.

TREATMENT

TREAT-MENT

MEDICAL OR SURGICAL CARE TO RELIEVE OR CURE DISEASE

WHAT TREATMENT DID THE DOCTOR RECOMMEND?

TUMOR

TU-MOR

A MASS OF DISEASED CELLS IN THE BODY; A GROWTH IN OR ON THE BODY

THE X-RAY SHOWED A SMALL TUMOR IN THE LUNGS.

UNCONSCIOUS

UN-CON-SCIOUS

IN A STATE WITH NO AWARENESS OF SURROUNDINGS; INSENSIBLE

ONE OF THE ACCIDENT VICTIMS WAS UNCONSCIOUS.

URINAL

U-RI-NAL

A CONTAINER FOR COLLECTING URINE FROM MALES WHO MUST STAY IN BED

BARBARA HANDED MR. MILLER A URINAL.

URINE

U-RINE

YELLOW LIQUID WASTE PASSED FROM THE BODY

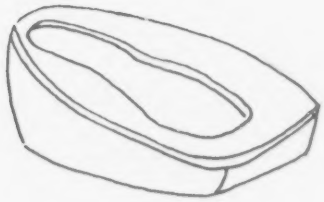
THE ODOR AND COLOR OF URINE CAN CHANGE, DEPENDING ON FOOD AND DRUGS TAKEN.

VITAL SIGNS

VI-TAL SIGNS

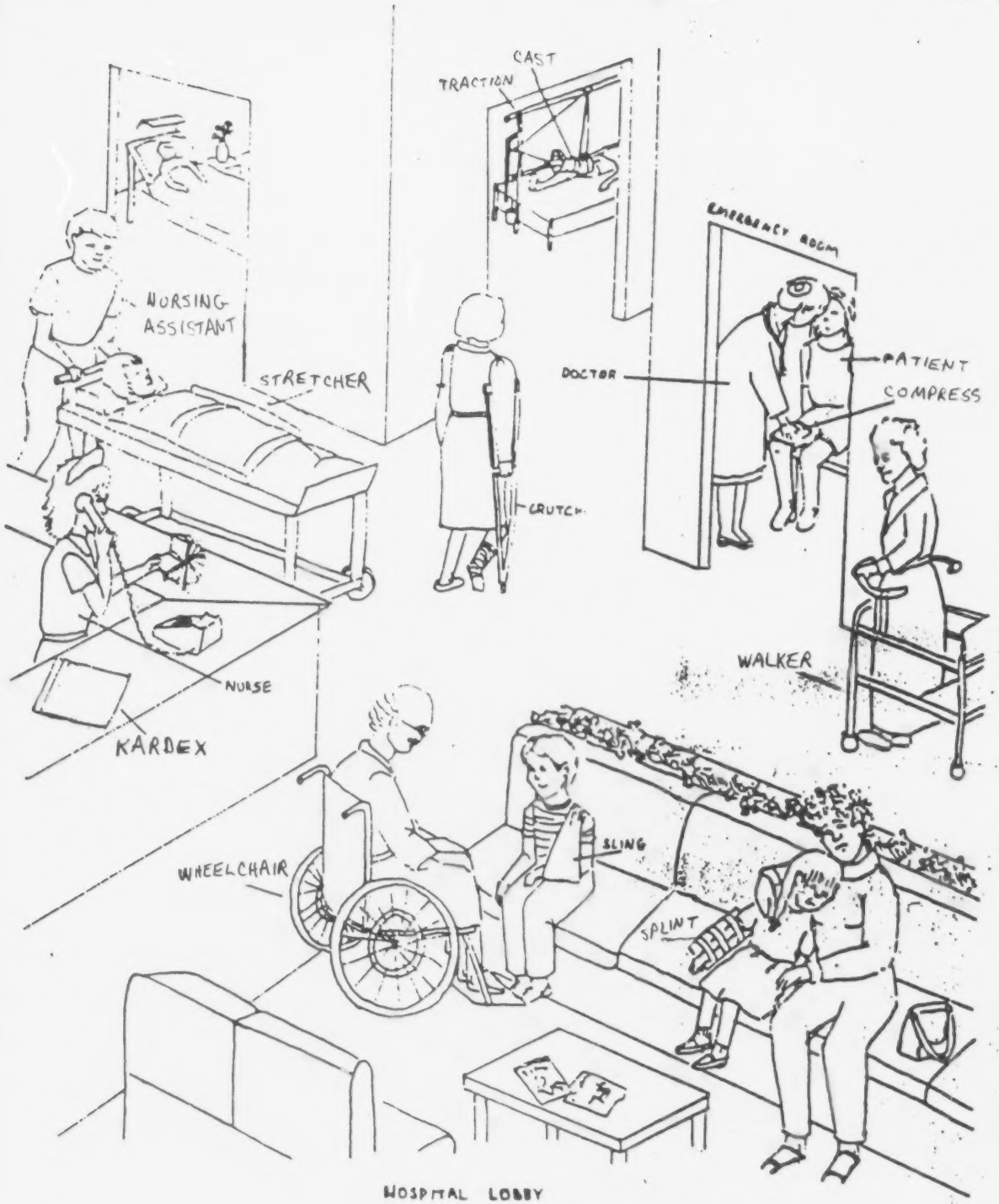
BLOOD PRESSURE, TEMPERATURE, PULSE, AND RESPIRATION

THE EMERGENCY ROOM NURSE CHECKED THE VITAL SIGNS OF THE INJURED WOMAN.



BEDPAN

URINAL


CAST
TRACTION
EMERGENCY ROOM
NURSING ASSISTANT
STRETCHER
DOCTOR
PATIENT
COMPRESS
CRUTCH
WALKER
NURSE
KARDEX
WHEELCHAIR
SLING
SPLINT
HOSPITAL LOBBY